

# **2013-14 Hope of Detroit District Improvement Plan**

Hope of Detroit Academy

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# TABLE OF CONTENTS

Overview .....	1
Goals Summary .....	2
Goal 1: All Students within the Hope of Detroit Academy District will become proficient in Mathematics.....	3
Goal 2: All students within the Hope of Detroit Academy District will become proficient in reading.....	9
Goal 3: All Students within the Hope of Detroit Academy District will become proficient in Writing.....	15
Goal 4: All Students within the Hope of Detroit Academy District will become proficient in Science.....	20
Goal 5: All Students within the Hope of Detroit Academy District will become proficient in Social Studies.....	26
Activity Summary by Funding Source.....	33
Activity Summary by School.....	53
Progress Notes.....	72

## **Overview**

### **Plan Name**

2013-14 Hope of Detroit District Improvement Plan

### **Plan Description**

District Improvement Plan

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students within the Hope of Detroit Academy District will become proficient in Mathematics.	Objectives: 1 Strategies: 3 Activities: 18	Academic	\$205500
2	All students within the Hope of Detroit Academy District will become proficient in reading.	Objectives: 1 Strategies: 3 Activities: 18	Academic	\$183509
3	All Students within the Hope of Detroit Academy District will become proficient in Writing.	Objectives: 1 Strategies: 3 Activities: 17	Academic	\$145200
4	All Students within the Hope of Detroit Academy District will become proficient in Science.	Objectives: 1 Strategies: 3 Activities: 18	Academic	\$128200
5	All Students within the Hope of Detroit Academy District will become proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 17	Academic	\$91800

## Goal 1: All Students within the Hope of Detroit Academy District will become proficient in Mathematics.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

30% of All Students will demonstrate a proficiency on all state standards in Mathematics by 06/30/2014 as measured by all state assessments, MEAP and MME.

### Strategy 1:

Data Driven Decision Making - Hope of Detroit is committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 100% proficiency. These data teams are also responsible for analyzing the strategy and activity implementation data as well as formative student achievement data to evaluate their success and make adjustments if needed.

Research Cited: Research Cited: Bambrick-Santoyo, P. (2010). *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA: John Wiley & Sons Inc.

The Leadership and Learning Center Training Manual: Data Teams. (2010). Englewood, CO: Lead + Learn Press.

Activity - Response to Intervention with Positive Behavior Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. RTI data will be collected through Pearson Inform.</p> <p>Schools: All Schools</p>	Academic Support Program	09/01/2013	06/13/2014	\$5000	Title I Part A	All instructional staff, instructional support staff, administration , and instructional coach.
Activity - Differentiating Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional staff will create and implement lessons that are appropriate for each student's learning style and ability. Additional resources will be purchased to accomodate the students need in Mathematics.</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p> <p>Schools: All Schools</p>	Direct Instruction	09/01/2013	06/30/2014	\$8000	Title I Part A	All instructional staff, instructional support staff, administration , and instructional coach.

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Math instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased math achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in mathematics instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and Accessible Mathematics.</p> <p>Schools: All Schools</p>	Professional Learning	09/01/2013	06/30/2014	\$1000	Title II Part A	All instructional staff, instructional support staff, administration , and instructional coach.
Activity - Common Formative/Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Grade level teachers will create common assessments to guide their instruction and monitor student progress.</p> <p>K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.</p> <p>Schools: All Schools</p>	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Instructional coach, teachers, data team leader
Activity - Teaching with Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island and Accelerated Math will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform.</p> <p>5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching</p> <p>Schools: All Schools</p>	Technology	09/01/2013	06/30/2014	\$17000	Title I Part A	All instructional staff, instructional support staff, administration , and instructional coach

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.</p> <p>Schools: All Schools</p>	Tutoring	09/01/2013	06/30/2014	\$93000	Section 31a	Instructional Staff, Support Staff and Instructional Coach
Activity - Parental Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.</p> <p>9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p> <p>Schools: All Schools</p>	Parent Involvement	09/01/2013	06/30/2014	\$20000	Title III	All instructional staff, instructional support staff, administration , and instructional coach.
Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

<p>Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p>	Professional Learning	09/01/2013	06/30/2014	\$0	No Funding Required	data team leader, teachers
Schools: Hope of Detroit Academy Consortium High School						

### Strategy 2:

Sheltered Instruction Observation Protocol Model - The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. The SIOP Model consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Using instructional strategies connected to each of these components, teachers will design and deliver lessons that address the academic and linguistic needs of English learners in all content areas. In addition, SIOP-based teaching benefits all students, not just those who are learning English as an additional language.

Research Cited: Echevarria, J., Vogt, M, and Short, D. (2013). Making Content Comprehensible for English Learners: The SIOP Model. Upper Saddle River, NJ: Pearson Education Inc.

Activity - Real World Mathematical Applications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional staff in grades K-8 will attend training on utilizing best practices to involve students in the learning process, including opportunities for them to explore applications of higher-order thinking skills and investigate new approaches in Mathematics.</p>	Professional Learning	09/01/2013	06/30/2014	\$5000	Title II Part A	Instructional Staff, Support Staff, Instructional Coach and Administration
Schools: Hope of Detroit Academy						

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Staff will meet in grade level teams to create vertically aligned units with an emphasis on critical, analytical thinking skills and writing in the content area. New textbooks will be ordered for grades 7-8 that will be aligned with the current textbooks in grades K-6 for the Fall 2013 school year.</p>	Direct Instruction	09/01/2013	06/30/2014	\$5000	Title I Part A	Instructional Staff, Support Staff, Instructional Coach and Administration
Schools: Hope of Detroit Academy						



## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Activity - Increase Content Vocabulary in Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Mathematics.  Schools: Hope of Detroit Academy	Direct Instruction	09/01/2013	06/30/2014	\$0	No Funding Required	Instructional Staff, Support Staff and Instructional Coach

Activity - Monitoring Effectiveness of the SIOP Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring of the SIOP Model in Math will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)  Schools: Hope of Detroit Academy	Monitor	09/01/2013	06/30/2014	\$15000	Title I Part A	Instructional Staff, Support Staff, Instructional Coach and Administration

Activity - Sheltered Instruction Observation Protocol Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff and support staff will attend training to implement research-based strategies effectively.  Schools: Hope of Detroit Academy	Professional Learning	09/01/2013	06/30/2014	\$2000	Title II Part A	Instructional Staff, Support Staff and Instructional Coach

### Strategy 3:

Response to Intervention/PBIS Team - Response to Intervention is a reform strategy that is designed to have schools' systematically reach all of their learners through differentiated classroom instruction and interventions for students that need additional support. All students are screened in Math and Reading three times a year. Those students not meeting their targets are provided support through skills-based interventions daily as a part of the regular day. These students are carefully progress-monitored. When they make appropriate progress, the students no longer need the additional instruction. If they do not make appropriate progress, they begin to receive more intensive interventions.

Positive Behavior Support provides a tiered approach to intervening with student behaviors and is focused on teaching students the positive behavior expectation instead of reacting to the negative behavior only. Teachers, with the help of support services, provide students character instruction, incentives for positive behavior and consistent consequences if they do not meet the expectations. Tier 2 and Tier 3 interventions are established and executed for students that need additional support to be positive members of the classroom community

Research Cited: Introduction to Response to Intervention:What, why, and how valid is it?

DOUGLAS FUCHS, LYNN S. FUCHS

Activity - Math Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

There will be materials utilized by the interventionists and Math Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Math manipulatives (\$300), calculators (\$300), web-based programs (\$300), and other supplies (\$300).  Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$1200	Section 31a	Math interventionists, Title I teachers
<b>Activity - Progress Monitoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The students will be progress-monitored to determine what level of support is needed. In Writing, students will complete a Math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.  Schools: All Schools	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Teachers, RTI Team Members
<b>Activity - Response to Intervention/PBIS Team</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Math specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.  Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$15000	Section 31a	RTI Team
<b>Activity - Parent Meeting and Communication</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.  Schools: All Schools	Parent Involvement	09/01/2013	06/30/2014	\$100	Title I Part A	RTI Team, school leader
<b>Activity - Extended Learning Opportunities</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.  Schools: Hope of Detroit Academy Consortium High School	Tutoring	09/01/2013	06/30/2014	\$18200	Section 31a	School leader, extended learning opportunities coordinators
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## Goal 2: All students within the Hope of Detroit Academy District will become proficient in reading.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

51% of All Students will demonstrate a proficiency on all state standards in English Language Arts by 06/30/2014 as measured by all state assessments, MEAP and MME.

### Strategy 1:

Data Driven Decision Making - Hope of Detroit is committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 100% proficiency. These data teams are also responsible for analyzing the strategy and activity implementation data as well as formative student achievement data to evaluate their success and make adjustments if needed.

Research Cited: Bambrick-Santoyo, P. (2010). Driven By Data: A Practical Guide to Improve Instruction. San Francisco, CA: John Wiley & Sons Inc.

Activity - Response to Intervention with Positive Behavior Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. RTI data will be collected through GlobalScholar Assessment, MEAP, DRA and other various classroom formative assessments. PBS data will be collected through SWISS and Pearson Inform.  Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$5000	Title I Part A	All instructional staff, instructional support staff, administration, and instruction

Activity - Differentiating Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

<p>Instructional staff will create and implement lessons that are appropriate for each student's learning style and ability. Additional resources will be purchased to accommodate the student's needs in Reading.</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p> <p>Schools: All Schools</p>	Direct Instruction	09/01/2013	06/30/2014	\$8000	Title I Part A	All instructional staff, instructional support staff, administration , and instruction
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Reading instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased Reading achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in Reading instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and Accessible Reading.</p> <p>Schools: All Schools</p>	Professional Learning	09/01/2013	06/30/2014	\$1000	Title II Part A	All instructional staff, instructional support staff, administration , and instructional coach.

Activity - Common Formative/Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Grade level teachers will create common assessments to guide their instruction and monitor student progress. K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets; short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.</p> <p>Schools: All Schools</p>	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Instructional coach, teachers, data team leader

Activity - Teaching with Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Provide interactive technology and software to assist identified students. Study Island and Reading A-Z will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform. 5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching  Schools: All Schools	Technology	09/01/2013	06/30/2014	\$17000	Title I Part A	All instructional staff, instructional support staff, administration, and instructional coach
<b>Activity - Extended Learning Opportunities</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, GlobalScholar (Performance Series Data), and RTI Screeners.  Schools: All Schools	Tutoring	09/01/2013	06/30/2014	\$18000	Title III, Section 31a	Instructional Staff, Support Staff and Instructional Coach
<b>Activity - Parental Awareness</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.  9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.  Schools: All Schools	Parent Involvement	09/01/2013	06/30/2014	\$20000	Title I Part A	All instructional staff, instructional support staff, administration, and instructional coach.
<b>Activity - Data Teams</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

<p>Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p>	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Data team leader, teachers
<p>Schools: Hope of Detroit Academy Consortium High School</p>						

### Strategy 2:

Sheltered Instruction Observation Protocol Model - The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. The SIOP Model consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Using instructional strategies connected to each of these components, teachers will design and deliver lessons that address the academic and linguistic needs of English learners in all content areas. In addition, SIOP-based teaching benefits all students, not just those who are learning English as an additional language.

Research Cited: Echevarria, J., Vogt, M, and Short, D. (2013). Making Content Comprehensible for English Learners: The SIOP Model. Upper Saddle River, NJ: Pearson Education Inc.

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All instructional staff and support staff will use research-based reading strategies to improve student reading comprehension through the Reading and Language Arts Center (RLAC). RLAC provides multisensory strategies that will immediately drive instruction and enhance student expertise in reading comprehension.</p>	Professional Learning	09/01/2013	06/30/2014	\$13309	Title I Part A	Instructional Staff, Support Staff, Instructional Coach and Administration
<p>Schools: All Schools</p>						

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Hope of Detroit Academy will research and purchase a reading program for grades K-5 that is aligned with the Common Core State Standards. The reading program will incorporate best practices from the SIOP Model.</p>	Direct Instruction	09/01/2013	06/30/2014	\$50000	General Fund	Instructional Staff, Support Staff, Instructional Coach and Administration
<p>Schools: All Schools</p>						

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Activity - Increase Content Vocabulary Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Reading.  Schools: All Schools	Direct Instruction	09/01/2013	06/30/2014	\$0	No Funding Required	Instructional Staff, Support Staff and Instructional Coach

Activity - Monitoring Effectiveness of the SIOP Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring of the SIOP Model in Reading will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)  Schools: All Schools	Monitor	09/01/2013	06/30/2014	\$15000	Title I Part A	Instructional Staff, Support Staff, Instructional Coach and Administration

Activity - Sheltered Instruction Observation Protocol Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff and support staff will attend training to implement research-based strategies effectively.  Schools: Hope of Detroit Academy	Professional Learning	09/01/2013	06/30/2014	\$2000	Title II Part A	Instructional Staff, Support Staff and Instructional Coach

### Strategy 3:

Response to Intervention/PBIS Team - Response to Intervention is a reform strategy that is designed to have schools' systematically reach all of their learners through differentiated classroom instruction and interventions for students that need additional support. All students are screened in Math and Reading three times a year. Those students not meeting their targets are provided support through skills-based interventions daily as a part of the regular day. These students are carefully progress-monitored. When they make appropriate progress, the students no longer need the additional instruction. If they do not make appropriate progress, they begin to receive more intensive interventions.

Positive Behavior Support provides a tiered approach to intervening with student behaviors and is focused on teaching students the positive behavior expectation instead of reacting to the negative behavior only. Teachers, with the help of support services, provide students character instruction, incentives for positive behavior and consistent consequences if they do not meet the expectations. Tier 2 and Tier 3 interventions are established and executed for students that need additional support to be positive members of the classroom community.

Research Cited: Introduction to Response to Intervention: What, why, and how valid is it? DOUGLAS FUCHS, LYNN S. FUCHS

Activity - Reading Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

There will be materials utilized by the interventionists and Reading Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Reading manipulatives (\$300), web-based programs (\$300), and other supplies (\$300).  Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$900	Section 31a	Math interventionists, Title I teachers
<b>Activity - Progress Monitoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The students will be progress-monitored to determine what level of support is needed. In Writing, students will complete a Reading screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.  Schools: All Schools	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Teachers, RTI Team Members
<b>Activity - Response to Intervention/PBIS Team</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.  Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$15000	Section 31a	RTI Team
<b>Activity - Parent Meeting and Communication</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.  Schools: All Schools	Parent Involvement	09/01/2013	06/30/2014	\$100	Title I Part A	RTI Team, School Leader
<b>Activity - Extended Learning Opportunities</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>



## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.  Schools: Hope of Detroit Academy Consortium High School	Tutoring	09/01/2013	06/30/2014	\$18200	Section 31a	School leader, extended learning opportunities coordinators
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### Goal 3: All Students within the Hope of Detroit Academy District will become proficient in Writing.

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

43% of All Students will demonstrate a proficiency on all state standards in English Language Arts by 06/30/2014 as measured by all state assessments, MEAP and MME.

#### Strategy 1:

Data Driven Decision Making - Hope of Detroit is committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 100% proficiency. These data teams are also responsible for analyzing the strategy and activity implementation data as well as formative student achievement data to evaluate their success and make adjustments if needed.

Research Cited: Bambrick-Santoyo, P. (2010). Driven By Data: A Practical Guide to Improve Instruction. San Francisco, CA: John Wiley & Sons Inc.

Activity - Response to Intervention with Positive Behavior Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. RTI data will be collected through Pearson Inform.  Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$5000	Title I Part A	All instructional staff, instructional support staff, administration, and instruction

Activity - Differentiating Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

<p>Instructional staff will create and implement lessons that are appropriate for each student's learning style and ability. Additional resources will be purchased to accommodate the student's needs in Writing.</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p> <p>Schools: All Schools</p>	Direct Instruction	09/01/2013	06/30/2014	\$8000	Title I Part A	All instructional staff, instructional support staff, administration , and instruction
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Writing instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased writing achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in writing instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions.</p> <p>Schools: All Schools</p>	Professional Learning	09/01/2013	06/30/2014	\$1000	Title II Part A	All instructional staff, instructional support staff, administration , and instructional coach.

Activity - Common Formative/Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Grade level teachers will create common assessments to guide their instruction and monitor student progress. K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets; short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.</p> <p>Schools: All Schools</p>	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Instructional coach, teachers, data team leader

Activity - Teaching with Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Provide interactive technology and software to assist identified students. Study Island and Writing A-Z will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform. 5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching	Technology	09/01/2013	06/30/2014	\$17000	Title I Part A	All instructional staff, instructional support staff, administration, and instructional coach
Schools: All Schools						

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$18000	Title III, Section 31a	Instructional Staff, Support Staff and Instructional Coach
Schools: All Schools						

Activity - Parental Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.	Parent Involvement	09/01/2013	06/30/2014	\$20000	Title I Part A	All instructional staff, instructional support staff, administration, and instructional coach.
9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.						
Schools: All Schools						

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

<p>Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p>	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Data team leader, teachers
<p>Schools: Hope of Detroit Academy Consortium High School</p>						

### Strategy 2:

Sheltered Instruction Observation Protocol Model - The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. The SIOP Model consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Using instructional strategies connected to each of these components, teachers will design and deliver lessons that address the academic and linguistic needs of English learners in all content areas. In addition, SIOP-based teaching benefits all students, not just those who are learning English as an additional language.

Research Cited: Echevarria, J., Vogt, M, and Short, D. (2013). Making Content Comprehensible for English Learners: The SIOP Model. Upper Saddle River, NJ: Pearson Education Inc.

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Hope of Detroit Academy will research and purchase a reading program that incorporates writing for grades K-5 that is aligned with the Common Core State Standards. The reading program will also incorporate best practices from the SIOP Model.</p>	Professional Learning	09/01/2013	06/30/2014	\$25000	General Fund	Instructional Staff, Support Staff, Instructional Coach and Administration
<p>Schools: All Schools</p>						
Activity - Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional staff will use research-based writing strategies that are aligned with the SIOP model to improve student writing skills in grades K-8.</p>	Direct Instruction	09/01/2013	06/30/2014	\$0	No Funding Required	Instructional Staff, Support Staff, Instructional Coach and Administration
<p>Schools: All Schools</p>						

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Activity - Monitoring Effectiveness of the SIOP Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring of the SIOP Model in Writing will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)  Schools: All Schools	Monitor	09/01/2013	06/30/2014	\$15000	Title I Part A	Instructional Staff, Support Staff, Instructional Coach and Administration

Activity - Sheltered Instruction Observation Protocol Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff and support staff will attend training to implement research-based strategies effectively.  Schools: All Schools	Professional Learning	09/01/2013	06/30/2014	\$2000	Title II Part A	Instructional Staff, Support Staff and Instructional Coach

### Strategy 3:

Response to Intervention/PBIS Team - Response to Intervention is a reform strategy that is designed to have schools' systematically reach all of their learners through differentiated classroom instruction and interventions for students that need additional support. All students are screened in Math and Reading three times a year. Those students not meeting their targets are provided support through skills-based interventions daily as a part of the regular day. These students are carefully progress-monitored. When they make appropriate progress, the students no longer need the additional instruction. If they do not make appropriate progress, they begin to receive more intensive interventions.

Positive Behavior Support provides a tiered approach to intervening with student behaviors and is focused on teaching students the positive behavior expectation instead of reacting to the negative behavior only. Teachers, with the help of support services, provide students character instruction, incentives for positive behavior and consistent consequences if they do not meet the expectations. Tier 2 and Tier 3 interventions are established and executed for students that need additional support to be positive members of the classroom community.

Research Cited: Introduction to Response to Intervention: What, why, and how valid is it? DOUGLAS FUCHS, LYNN S. FUCHS

Activity - Writing Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be materials utilized by the interventionists and Writing Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Writing manipulatives (\$300), web-based programs (\$300), and other supplies (\$300).  Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$900	Section 31a	Writing Title I teacher, interventionists

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

The students will be progress-monitored to determine what level of support is needed. In Writing, students will complete a Writing screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Teachers, RTI Team Members
Schools: All Schools						

Activity - Response to Intervention/PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Writing specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$15000	Section 31a	RTI Team
Schools: All Schools						

Activity - Parent Meeting and Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$100	Title I Part A	RTI Team, School Leader
Schools: All Schools						

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	Section 31a	School leader, extended learning opportunities coordinators
Schools: Hope of Detroit Academy Consortium High School						

## Goal 4: All Students within the Hope of Detroit Academy District will become proficient in Science.

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

23% of All Students will demonstrate a proficiency on all state standards in Science by 06/30/2014 as measured by all state assessments, MEAP and MME.

**Strategy 1:**

Data Driven Decision Making - Hope of Detroit is committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 100% proficiency. These data teams are also responsible for analyzing the strategy and activity implementation data as well as formative student achievement data to evaluate their success and make adjustments if needed.

Research Cited: Bambrick-Santoyo, P. (2010). Driven By Data: A Practical Guide to Improve Instruction. San Francisco, CA: John Wiley & Sons Inc.

Activity - Response to Intervention with Positive Behavior Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. RTI data will be collected through various online subscriptions (STAR Math \$5,000).  Schools: Hope of Detroit Academy	Academic Support Program	09/01/2013	06/30/2014	\$5000	Title I Part A	All instructional staff, instructional support staff, administration, and instruction

Activity - Differentiating Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will create and implement Science lessons that are appropriate for each student's learning style and ability. Additional resources will be purchased to accommodate the student's needs in Science.  9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.  Schools: All Schools	Direct Instruction	09/01/2013	06/30/2014	\$0	No Funding Required	All instructional staff, instructional support staff, administration, and instruction

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

<p>All staff will receive professional development on data driven decision making for Science (\$4000). Trainings consist of formative assessments, differentiated instruction, and data teams.</p> <p>K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in mathematics instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles.</p> <p>Schools: All Schools</p>	Professional Learning	09/01/2013	06/30/2014	\$4000	Title I Part A	All instructional staff, instructional support staff, administration , and instructional coach.
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Activity - Common Formative/Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Grade level teachers will create common assessments to guide their instruction and monitor student progress. K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets; short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.</p> <p>Schools: All Schools</p>	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Instructional coach, teachers, data team leader

Activity - Teaching with Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island and Discovery Education will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform.</p> <p>5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching</p> <p>Schools: All Schools</p>	Technology	09/01/2013	06/30/2014	\$6000	Title I Part A	All instructional staff, instructional support staff, administration , and instructional coach

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.  Schools: All Schools	Tutoring	09/01/2013	06/30/2014	\$15000	Section 31a	Instructional Staff, Support Staff and Instructional Coach
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Activity - Parental Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.  9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.  Schools: All Schools	Parent Involvement	09/01/2013	06/30/2014	\$20000	Title I Part A	All instructional staff, instructional support staff, administration , and instructional coach.

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.  Schools: Hope of Detroit Academy Consortium High School	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Data team leader, teachers

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

### Strategy 2:

Sheltered Instruction Observation Protocol Model - The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. The SIOP Model consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Using instructional strategies connected to each of these components, teachers will design and deliver lessons that address the academic and linguistic needs of English learners in all content areas. In addition, SIOP-based teaching benefits all students, not just those who are learning English as an additional language.

Research Cited: Echevarria, J., Vogt, M, and Short, D. (2013). Making Content Comprehensible for English Learners: The SIOP Model. Upper Saddle River, NJ: Pearson Education Inc.

Activity - Real World Science Applications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will coordinate field trips and project-based experiences that will enhance the Science curriculum such as Initiative Science.  Schools: All Schools	Field Trip	09/01/2013	06/30/2014	\$5000	Section 31a	Instructional Staff, Support Staff, Instructional Coach and Administration

Activity - Building Background Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will receive training on the implementation of the SIOP model in order for students to build their background knowledge of Science concepts.  Schools: All Schools	Professional Learning	09/01/2013	06/30/2014	\$15000	Title I Part A	Instructional Staff, Support Staff, Instructional Coach and Administration

Activity - Increase Content Vocabulary in Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Science. Additional materials will be purchased to support activity.  Schools: All Schools	Direct Instruction	09/01/2013	06/30/2014	\$7000	General Fund, Title II Part A	Instructional Staff, Support Staff and Instructional Coach

Activity - Monitoring Effectiveness of the SIOP Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring of the SIOP Model in Science will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)  Schools: All Schools	Monitor	09/01/2013	06/30/2014	\$15000	Title I Part A	Instructional Staff, Support Staff, Instructional Coach and Administration

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Activity - Sheltered Instruction Observation Protocol Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff and support staff will attend training to implement research-based strategies effectively.  Schools: Hope of Detroit Academy	Professional Learning	09/01/2013	06/30/2014	\$2000	Title II Part A	Instructional Staff, Support Staff and Instructional Coach

### Strategy 3:

Response to Intervention/PBIS Team - Response to Intervention is a reform strategy that is designed to have schools' systematically reach all of their learners through differentiated classroom instruction and interventions for students that need additional support. All students are screened in Math and Reading three times a year. Those students not meeting their targets are provided support through skills-based interventions daily as a part of the regular day. These students are carefully progress-monitored. When they make appropriate progress, the students no longer need the additional instruction. If they do not make appropriate progress, they begin to receive more intensive interventions.

Positive Behavior Support provides a tiered approach to intervening with student behaviors and is focused on teaching students the positive behavior expectation instead of reacting to the negative behavior only. Teachers, with the help of support services, provide students character instruction, incentives for positive behavior and consistent consequences if they do not meet the expectations. Tier 2 and Tier 3 interventions are established and executed for students that need additional support to be positive members of the classroom community.

Research Cited: Introduction to Response to Intervention: What, why, and how valid is it? DOUGLAS FUCHS, LYNN S. FUCHS

Activity - Science Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be materials utilized by the interventionists and Science Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Science manipulatives (\$300), web-based programs (\$300), and other supplies (\$300).  Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$900	Section 31a	Math interventionists, Title I teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will be progress-monitored to determine what level of support is needed. In Science, students will complete a Science screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.  Schools: All Schools	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Teachers, RTI Team Members

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Activity - Response to Intervention/PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Science specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.  Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$15000	Section 31a	RTI Team
Activity - Parent Meeting and Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.  Schools: All Schools	Parent Involvement	09/01/2013	06/30/2014	\$100	Title I Part A	RTI Team, School Leader
Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.  Schools: Hope of Detroit Academy Consortium High School	Tutoring	09/01/2013	06/30/2014	\$18200	Section 31a	School leader, extended learning opportunities coordinators

## Goal 5: All Students within the Hope of Detroit Academy District will become proficient in Social Studies.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

20% of All Students will demonstrate a proficiency on all state standards in Social Studies by 06/30/2014 as measured by all state assessments, MEAP and MME.

### Strategy 1:

Data Driven Decision Making - Hope of Detroit is committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 100% proficiency. These

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

data teams are also responsible for analyzing the strategy and activity implementation data as well as formative student achievement data to evaluate their success and make adjustments if needed.

Research Cited: Bambrick-Santoyo, P. (2010). *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA: John Wiley & Sons Inc.

Activity - Response to Intervention with Positive Behavior Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups.</p> <p>Schools: All Schools</p>	Academic Support Program	09/01/2013	06/30/2014	\$0	No Funding Required	All instructional staff, instructional support staff, administration , and instruction
Activity - Differentiating Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional staff will create and implement Social Studies lessons that are appropriate for each student's learning style and ability.</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p> <p>Schools: All Schools</p>	Direct Instruction	09/01/2013	06/30/2014	\$0	No Funding Required	All instructional staff, instructional support staff, administration , and instruction
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Math instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased math achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in mathematics instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles.</p> <p>Schools: All Schools</p>	Professional Learning	09/01/2013	06/30/2014	\$5000	Title II Part A, Title II Part A	All instructional staff, instructional support staff, administration , and instructional coach.
Activity - Common Formative/Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Grade level teachers will create common assessments to guide their instruction and monitor student progress. K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets; short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Instructional coach, teachers, data team leader
Schools: All Schools						

Activity - Teaching with Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island and BrainPop will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform.  5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching	Technology	09/01/2013	06/30/2014	\$6000	Title I Part A	All instructional staff, instructional support staff, administration , and instructional coach
Schools: All Schools						

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$18000	Section 31a, Title III	Instructional Staff, Support Staff and Instructional Coach
Schools: All Schools						

Activity - Parental Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

<p>Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.</p> <p>9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p> <p>Schools: All Schools</p>	Parent Involvement	09/01/2013	06/30/2014	\$4000	Title I Part A	All instructional staff, instructional support staff, administration , and instructional coach.
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Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>Schools: All Schools</p>	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	Data team leader, teachers

### Strategy 2:

Sheltered Instruction Observation Protocol Model - The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. The SIOP Model consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Using instructional strategies connected to each of these components, teachers will design and deliver lessons that address the academic and linguistic needs of English learners in all content areas. In addition, SIOP-based teaching benefits all students, not just those who are learning English as an additional language.

Research Cited: Echevarria, J., Vogt, M, and Short, D. (2013). Making Content Comprehensible for English Learners: The SIOP Model. Upper Saddle River, NJ:

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Pearson Education Inc.

Activity - Application of Content to Real World Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will coordinate field trips and project-based experiences that will enhance the Social Studies curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, Michigan Youth and Government and local cultural museums.  Schools: All Schools	Field Trip	09/01/2013	06/30/2014	\$2500	Title I Part A	Instructional Staff, Support Staff, Instructional Coach and Administration
Activity - Increase Content Vocabulary in Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Social Studies. Additional materials will be purchased to support activity  Schools: All Schools	Direct Instruction	09/01/2013	06/30/2014	\$5000	General Fund	Instructional Staff, Support Staff and Instructional Coach
Activity - Monitoring Effectiveness of the SIOP Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring of the SIOP Model in Math will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)  Schools: Hope of Detroit Academy	Monitor	09/01/2013	06/30/2014	\$15000	Title I Part A	Instructional Staff, Support Staff, Instructional Coach and Administration
Activity - Sheltered Instruction Observation Protocol Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff and support staff will attend training to implement research-based strategies effectively.  Schools: Hope of Detroit Academy	Professional Learning	09/01/2013	06/30/2014	\$2000	Title II Part A	Instructional Staff, Support Staff and Instructional Coach

### Strategy 3:

Response to Intervention/PBIS Team - Response to Intervention is a reform strategy that is designed to have schools' systematically reach all of their learners through differentiated classroom instruction and interventions for students that need additional support. All students are screened in Math and Reading three times a year. Those students not meeting their targets are provided support through skills-based interventions daily as a part of the regular day. These students are carefully progress-monitored. When they make appropriate progress, the students no longer need the additional instruction. If they do not make appropriate progress, they begin to receive more intensive interventions.



## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Positive Behavior Support provides a tiered approach to intervening with student behaviors and is focused on teaching students the positive behavior expectation instead of reacting to the negative behavior only. Teachers, with the help of support services, provide students character instruction, incentives for positive behavior and consistent consequences if they do not meet the expectations. Tier 2 and Tier 3 interventions are established and executed for students that need additional support to be positive members of the classroom community.

Research Cited: Introduction to Response to Intervention: What, why, and how valid is it? DOUGLAS FUCHS, LYNN S. FUCHS

Activity - Social Studies Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>There will be materials utilized by the interventionists and Social Studies Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Social Studies manipulatives (\$300), web-based programs (\$300), and other supplies (\$300).</p> <p>Schools: All Schools</p>	Academic Support Program	09/01/2013	06/30/2014	\$900	Section 31a	Math interventionists, Title I teachers
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The students will be progress-monitored to determine what level of support is needed. In Social Studies, students will complete a Social Studies screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.</p> <p>Schools: All Schools</p>	Monitor	09/01/2013	06/30/2014	\$100	Title I Part A	Teachers, RTI Team Members
Activity - Response to Intervention/PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Social Studies specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.</p> <p>Schools: All Schools</p>	Academic Support Program	09/01/2013	06/30/2014	\$15000	Section 31a	Social Studies specialist, Title I teachers, interventionists, PBIS interventionist s, counselor
Activity - Parent Meeting and Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

<p>Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.</p>	<p>Parent Involvement</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$100</p>	<p>Title I Part A</p>	<p>RTI Team, School Leader</p>
<p>Schools: All Schools</p>						
<p>Activity - Extended Learning Opportunities</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.</p>	<p>Tutoring</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$18200</p>	<p>Section 31a</p>	<p>School leader, extended learning opportunities coordinators</p>
<p>Schools: Hope of Detroit Academy Consortium High School</p>						

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training to implement research-based strategies effectively.	Professional Learning	09/01/2013	06/30/2014	\$2000	Instructional Staff, Support Staff and Instructional Coach
Professional Development	Reading instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased Reading achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in Reading instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and Accessible Reading.	Professional Learning	09/01/2013	06/30/2014	\$1000	All instructional staff, instructional support staff, administration, and instructional coach.
Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training to implement research-based strategies effectively.	Professional Learning	09/01/2013	06/30/2014	\$2000	Instructional Staff, Support Staff and Instructional Coach
Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training to implement research-based strategies effectively.	Professional Learning	09/01/2013	06/30/2014	\$2000	Instructional Staff, Support Staff and Instructional Coach
Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training to implement research-based strategies effectively.	Professional Learning	09/01/2013	06/30/2014	\$2000	Instructional Staff, Support Staff and Instructional Coach

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Real World Mathematical Applications	Instructional staff in grades K-8 will attend training on utilizing best practices to involve students in the learning process, including opportunities for them to explore applications of higher-order thinking skills and investigate new approaches in Mathematics.	Professional Learning	09/01/2013	06/30/2014	\$5000	Instructional Staff, Support Staff, Instructional Coach and Administration
Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training to implement research-based strategies effectively.	Professional Learning	09/01/2013	06/30/2014	\$2000	Instructional Staff, Support Staff and Instructional Coach
Professional Development	Math instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased math achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in mathematics instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles.	Professional Learning	09/01/2013	06/30/2014	\$1000	All instructional staff, instructional support staff, administration , and instructional coach.
Increase Content Vocabulary in Science	Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Science. Additional materials will be purchased to support activity.	Direct Instruction	09/01/2013	06/30/2014	\$2000	Instructional Staff, Support Staff and Instructional Coach
Professional Development	Math instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased math achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in mathematics instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and Accessible Mathematics.	Professional Learning	09/01/2013	06/30/2014	\$1000	All instructional staff, instructional support staff, administration , and instructional coach.

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Professional Development	Math instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased math achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in mathematics instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles.	Professional Learning	09/01/2013	06/30/2014	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.
Professional Development	Writing instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased writing achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in writing instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions.	Professional Learning	09/01/2013	06/30/2014	\$1000	All instructional staff, instructional support staff, administration, and instructional coach.
<b>Total</b>					<b>\$25000</b>	

### Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$15000	RTI Team

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Writing specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$15000	RTI Team
Social Studies Intervention Materials	There will be materials utilized by the interventionists and Social Studies Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Social Studies manipulatives (\$300), web-based programs (\$300), and other supplies (\$300).	Academic Support Program	09/01/2013	06/30/2014	\$900	Math interventionists, Title I teachers
Real World Science Applications	Instructional staff will coordinate field trips and project-based experiences that will enhance the Science curriculum such as Initiative Science.	Field Trip	09/01/2013	06/30/2014	\$5000	Instructional Staff, Support Staff, Instructional Coach and Administration
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Social Studies specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$15000	Social Studies specialist, Title I teachers, interventionists, PBIS interventionists, counselor
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, GlobalScholar (Performance Series Data), and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff and Instructional Coach
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff and Instructional Coach
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Science specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$15000	RTI Team
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Math specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$15000	RTI Team
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff and Instructional Coach
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators
Math Intervention Materials	There will be materials utilized by the interventionists and Math Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Math manipulatives (\$300), calculators (\$300), web-based programs (\$300), and other supplies (\$300).	Academic Support Program	09/01/2013	06/30/2014	\$1200	Math interventionists, Title I teachers

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Science Intervention Materials	There will be materials utilized by the interventionists and Science Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Science manipulatives (\$300), web-based programs (\$300), and other supplies (\$300).	Academic Support Program	09/01/2013	06/30/2014	\$900	Math interventionists, Title I teachers
Writing Intervention Materials	There will be materials utilized by the interventionists and Writing Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Writing manipulatives (\$300), web-based programs (\$300), and other supplies (\$300).	Academic Support Program	09/01/2013	06/30/2014	\$900	Writing Title I teacher, interventionists
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff and Instructional Coach
Reading Intervention Materials	There will be materials utilized by the interventionists and Reading Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Reading manipulatives (\$300), web-based programs (\$300), and other supplies (\$300).	Academic Support Program	09/01/2013	06/30/2014	\$900	Math interventionists, Title I teachers
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$93000	Instructional Staff, Support Staff and Instructional Coach
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators
<b>Total</b>					<b>\$328800</b>	

### Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, GlobalScholar (Performance Series Data), and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$3000	Instructional Staff, Support Staff and Instructional Coach



## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$3000	Instructional Staff, Support Staff and Instructional Coach
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$3000	Instructional Staff, Support Staff and Instructional Coach
Parental Awareness	<p>Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.</p> <p>9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p>	Parent Involvement	09/01/2013	06/30/2014	\$20000	All instructional staff, instructional support staff, administration , and instructional coach.
<b>Total</b>					<b>\$29000</b>	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching with Technology	Provide interactive technology and software to assist identified students. Study Island and Reading A-Z will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform. 5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching	Technology	09/01/2013	06/30/2014	\$17000	All instructional staff, instructional support staff, administration , and instructional coach

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Differentiating Instruction	<p>Instructional staff will create and implement lessons that are appropriate for each student's learning style and ability. Additional resources will be purchased to accommodate the student's needs in Reading.</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p>	Direct Instruction	09/01/2013	06/30/2014	\$8000	All instructional staff, instructional support staff, administration, and instruction
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$100	RTI Team, School Leader
Building Background Knowledge	Instructional staff will receive training on the implementation of the SIOP model in order for students to build their background knowledge of Science concepts.	Professional Learning	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff, Instructional Coach and Administration
Monitoring Effectiveness of the SIOP Model	Progress monitoring of the SIOP Model in Math will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)	Monitor	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff, Instructional Coach and Administration
Response to Intervention with Positive Behavior Support	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. RTI data will be collected through Pearson Inform.	Academic Support Program	09/01/2013	06/30/2014	\$5000	All instructional staff, instructional support staff, administration, and instruction

**2013-14 Hope of Detroit District Improvement Plan**

Hope of Detroit Academy

<p>Parental Awareness</p>	<p>Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.</p> <p>9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p>	<p>Parent Involvement</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$20000</p>	<p>All instructional staff, instructional support staff, administration , and instructional coach.</p>
<p>Teaching with Technology</p>	<p>Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island and BrainPop will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform.</p> <p>5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching</p>	<p>Technology</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$6000</p>	<p>All instructional staff, instructional support staff, administration , and instructional coach</p>

**2013-14 Hope of Detroit District Improvement Plan**

Hope of Detroit Academy

<p>Parental Awareness</p>	<p>Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.</p> <p>9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p>	<p>Parent Involvement</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$4000</p>	<p>All instructional staff, instructional support staff, administration , and instructional coach.</p>
<p>Parental Awareness</p>	<p>Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.</p> <p>9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p>	<p>Parent Involvement</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$20000</p>	<p>All instructional staff, instructional support staff, administration , and instructional coach.</p>
<p>Response to Intervention with Positive Behavior Support</p>	<p>The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. RTI data will be collected through GlobalScholar Assessment, MEAP, DRA and other various classroom formative assessments. PBS data will be collected through SWISS and Pearson Inform.</p>	<p>Academic Support Program</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$5000</p>	<p>All instructional staff, instructional support staff, administration , and instruction</p>

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Application of Content to Real World Experiences	Instructional staff will coordinate field trips and project-based experiences that will enhance the Social Studies curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, Michigan Youth and Government and local cultural museums.	Field Trip	09/01/2013	06/30/2014	\$2500	Instructional Staff, Support Staff, Instructional Coach and Administration
Progress Monitoring	The students will be progress-monitored to determine what level of support is needed. In Social Studies, students will complete a Social Studies screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$100	Teachers, RTI Team Members
Monitoring Effectiveness of the SIOP Model	Progress monitoring of the SIOP Model in Reading will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)	Monitor	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff, Instructional Coach and Administration
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$100	RTI Team, School Leader
Parental Awareness	<p>Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.</p> <p>9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p>	Parent Involvement	09/01/2013	06/30/2014	\$20000	All instructional staff, instructional support staff, administration , and instructional coach.

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Response to Intervention with Positive Behavior Support	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. RTI data will be collected through various online subscriptions (STAR Math \$5,000).	Academic Support Program	09/01/2013	06/30/2014	\$5000	All instructional staff, instructional support staff, administration , and instruction
Monitoring Effectiveness of the SIOP Model	Progress monitoring of the SIOP Model in Science will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)	Monitor	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff, Instructional Coach and Administration
Teaching with Technology	Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island and Accelerated Math will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform.  5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching	Technology	09/01/2013	06/30/2014	\$17000	All instructional staff, instructional support staff, administration , and instructional coach
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$100	RTI Team, school leader
Curriculum Alignment	Instructional Staff will meet in grade level teams to create vertically aligned units with an emphasis on critical, analytical thinking skills and writing in the content area. New textbooks will be ordered for grades 7-8 that will be aligned with the current textbooks in grades K-6 for the Fall 2013 school year.	Direct Instruction	09/01/2013	06/30/2014	\$5000	nstructional Staff, Support Staff, Instructional Coach and Administration
Reading Strategies	All instructional staff and support staff will use research-based reading strategies to improve student reading comprehension through the Reading and Language Arts Center (RLAC). RLAC provides multisensory strategies that will immediately drive instruction and enhance student expertise in reading comprehension.	Professional Learning	09/01/2013	06/30/2014	\$13309	Instructional Staff, Support Staff, Instructional Coach and Administration

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Teaching with Technology	<p>Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island and Discovery Education will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform.</p> <p>5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching</p>	Technology	09/01/2013	06/30/2014	\$6000	All instructional staff, instructional support staff, administration , and instructional coach
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$100	RTI Team, School Leader
Differentiating Instruction	<p>Instructional staff will create and implement lessons that are appropriate for each student's learning style and ability. Additional resources will be purchased to accommodate the student's needs in Writing.</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p>	Direct Instruction	09/01/2013	06/30/2014	\$8000	All instructional staff, instructional support staff, administration , and instruction
Response to Intervention with Positive Behavior Support	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. RTI data will be collected through Pearson Inform.	Academic Support Program	09/01/2013	06/13/2014	\$5000	All instructional staff, instructional support staff, administration , and instructional coach.
Monitoring Effectiveness of the SIOP Model	Progress monitoring of the SIOP Model in Writing will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)	Monitor	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff, Instructional Coach and Administration
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$100	RTI Team, School Leader

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Monitoring Effectiveness of the SIOP Model	Progress monitoring of the SIOP Model in Math will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)	Monitor	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff, Instructional Coach and Administration
Differentiating Instruction	Instructional staff will create and implement lessons that are appropriate for each student's learning style and ability. Additional resources will be purchased to accomodate the students need in Mathematics.  9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.	Direct Instruction	09/01/2013	06/30/2014	\$8000	All instructional staff, instructional support staff, administration , and instructional coach.
Professional Development	All staff will receive professional development on data driven decision making for Science (\$4000). Trainings consist of formative assessments, differentiated instruction, and data teams.  K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in mathematics instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles.	Professional Learning	09/01/2013	06/30/2014	\$4000	All instructional staff, instructional support staff, administration , and instructional coach.
Teaching with Technology	Provide interactive technology and software to assist identified students. Study Island and Writing A-Z will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform. 5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching	Technology	09/01/2013	06/30/2014	\$17000	All instructional staff, instructional support staff, administration , and instructional coach
<b>Total</b>					<b>\$286409</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Common Formative/Summative Assessments	Grade level teachers will create common assessments to guide their instruction and monitor student progress. K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets; short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.	Monitor	09/01/2013	06/30/2014	\$0	Instructional coach, teachers, data team leader
Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Monitor	09/01/2013	06/30/2014	\$0	Data team leader, teachers
Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Monitor	09/01/2013	06/30/2014	\$0	Data team leader, teachers

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Progress Monitoring	The students will be progress-monitored to determine what level of support is needed. In Science, students will complete a Science screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	Teachers, RTI Team Members
Progress Monitoring	The students will be progress-monitored to determine what level of support is needed. In Writing, students will complete a Writing screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	Teachers, RTI Team Members
Increase Content Vocabulary in Mathematics	Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Mathematics.	Direct Instruction	09/01/2013	06/30/2014	\$0	Instructional Staff, Support Staff and Instructional Coach
Response to Intervention with Positive Behavior Support	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups.	Academic Support Program	09/01/2013	06/30/2014	\$0	All instructional staff, instructional support staff, administration , and instruction
Differentiating Instruction	Instructional staff will create and implement Social Studies lessons that are appropriate for each student's learning style and ability.  9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.	Direct Instruction	09/01/2013	06/30/2014	\$0	All instructional staff, instructional support staff, administration , and instruction

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Common Formative/Summative Assessments	Grade level teachers will create common assessments to guide their instruction and monitor student progress. K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets; short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.	Monitor	09/01/2013	06/30/2014	\$0	Instructional coach, teachers, data team leader
Differentiating Instruction	Instructional staff will create and implement Science lessons that are appropriate for each student's learning style and ability. Additional resources will be purchased to accommodate the student's needs in Science.  9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.	Direct Instruction	09/01/2013	06/30/2014	\$0	All instructional staff, instructional support staff, administration, and instruction
Increase Content Vocabulary Reading	Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Reading.	Direct Instruction	09/01/2013	06/30/2014	\$0	Instructional Staff, Support Staff and Instructional Coach
Writing Strategies	Instructional staff will use research-based writing strategies that are aligned with the SIOP model to improve student writing skills in grades K-8.	Direct Instruction	09/01/2013	06/30/2014	\$0	Instructional Staff, Support Staff, Instructional Coach and Administration
Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Monitor	09/01/2013	06/30/2014	\$0	Data team leader, teachers

**2013-14 Hope of Detroit District Improvement Plan**

Hope of Detroit Academy

Common Formative/Summative Assessments	Grade level teachers will create common assessments to guide their instruction and monitor student progress. K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets; short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.	Monitor	09/01/2013	06/30/2014	\$0	Instructional coach, teachers, data team leader
Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Professional Learning	09/01/2013	06/30/2014	\$0	data team leader, teachers
Progress Monitoring	The students will be progress-monitored to determine what level of support is needed. In Writing, students will complete a Math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	Teachers, RTI Team Members
Progress Monitoring	The students will be progress-monitored to determine what level of support is needed. In Reading, students will complete a Reading screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	Teachers, RTI Team Members

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Common Formative/Summative Assessments	Grade level teachers will create common assessments to guide their instruction and monitor student progress.  K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.	Monitor	09/01/2013	06/30/2014	\$0	Instructional coach, teachers, data team leader
Common Formative/Summative Assessments	Grade level teachers will create common assessments to guide their instruction and monitor student progress. K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets; short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.	Monitor	09/01/2013	06/30/2014	\$0	Instructional coach, teachers, data team leader
Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Monitor	09/01/2013	06/30/2014	\$0	Data team leader, teachers
<b>Total</b>					<b>\$0</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**2013-14 Hope of Detroit District Improvement Plan**

Hope of Detroit Academy

Increase Content Vocabulary in Science	Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Science. Additional materials will be purchased to support activity.	Direct Instruction	09/01/2013	06/30/2014	\$5000	Instructional Staff, Support Staff and Instructional Coach
Increase Content Vocabulary in Social Studies	Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Social Studies. Additional materials will be purchased to support activity	Direct Instruction	09/01/2013	06/30/2014	\$5000	Instructional Staff, Support Staff and Instructional Coach
Curriculum Alignment	Hope of Detroit Academy will research and purchase a reading program for grades K-5 that is aligned with the Common Core State Standards. The reading program will incorporate best practices from the SIOP Model.	Direct Instruction	09/01/2013	06/30/2014	\$50000	Instructional Staff, Support Staff, Instructional Coach and Administration
Curriculum Alignment	Hope of Detroit Academy will research and purchase a reading program that incorporates writing for grades K-5 that is aligned with the Common Core State Standards. The reading program will also incorporate best practices from the SIOP Model.	Professional Learning	09/01/2013	06/30/2014	\$25000	Instructional Staff, Support Staff, Instructional Coach and Administration
<b>Total</b>					<b>\$85000</b>	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention with Positive Behavior Support	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. RTI data will be collected through Pearson Inform.	Academic Support Program	09/01/2013	06/13/2014	\$5000	All instructional staff, instructional support staff, administration , and instructional coach.
Differentiating Instruction	Instructional staff will create and implement lessons that are appropriate for each student's learning style and ability. Additional resources will be purchased to accomodate the students need in Mathematics.  9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.	Direct Instruction	09/01/2013	06/30/2014	\$8000	All instructional staff, instructional support staff, administration , and instructional coach.
Professional Development	Math instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased math achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in mathematics instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and Accessible Mathematics.	Professional Learning	09/01/2013	06/30/2014	\$1000	All instructional staff, instructional support staff, administration , and instructional coach.

**2013-14 Hope of Detroit District Improvement Plan**

Hope of Detroit Academy

<p>Common Formative/Summative Assessments</p>	<p>Grade level teachers will create common assessments to guide their instruction and monitor student progress.</p> <p>K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.</p>	<p>Monitor</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$0</p>	<p>Instructional coach, teachers, data team leader</p>
<p>Teaching with Technology</p>	<p>Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island and Accelerated Math will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform.</p> <p>5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching</p>	<p>Technology</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$17000</p>	<p>All instructional staff, instructional support staff, administration , and instructional coach</p>
<p>Extended Learning Opportunities</p>	<p>The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.</p>	<p>Tutoring</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$93000</p>	<p>Instructional Staff, Support Staff and Instructional Coach</p>



## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Parental Awareness	<p>Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.</p> <p>9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p>	Parent Involvement	09/01/2013	06/30/2014	\$20000	All instructional staff, instructional support staff, administration, and instructional coach.
Math Intervention Materials	There will be materials utilized by the interventionists and Math Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Math manipulatives (\$300), calculators (\$300), web-based programs (\$300), and other supplies (\$300).	Academic Support Program	09/01/2013	06/30/2014	\$1200	Math interventionists, Title I teachers
Progress Monitoring	The students will be progress-monitored to determine what level of support is needed. In Writing, students will complete a Math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	Teachers, RTI Team Members
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Math specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$15000	RTI Team
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$100	RTI Team, school leader

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Response to Intervention with Positive Behavior Support	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. RTI data will be collected through GlobalScholar Assessment, MEAP, DRA and other various classroom formative assessments. PBS data will be collected through SWISS and Pearson Inform.	Academic Support Program	09/01/2013	06/30/2014	\$5000	All instructional staff, instructional support staff, administration , and instruction
Differentiating Instruction	Instructional staff will create and implement lessons that are appropriate for each student's learning style and ability. Additional resources will be purchased to accommodate the student's needs in Reading.  9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.	Direct Instruction	09/01/2013	06/30/2014	\$8000	All instructional staff, instructional support staff, administration , and instruction
Professional Development	Reading instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased Reading achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in Reading instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and Accessible Reading.	Professional Learning	09/01/2013	06/30/2014	\$1000	All instructional staff, instructional support staff, administration , and instructional coach.
Common Formative/Summative Assessments	Grade level teachers will create common assessments to guide their instruction and monitor student progress. K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets; short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.	Monitor	09/01/2013	06/30/2014	\$0	Instructional coach, teachers, data team leader

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Teaching with Technology	Provide interactive technology and software to assist identified students. Study Island and Reading A-Z will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform. 5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching	Technology	09/01/2013	06/30/2014	\$17000	All instructional staff, instructional support staff, administration, and instructional coach
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, GlobalScholar (Performance Series Data), and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$18000	Instructional Staff, Support Staff and Instructional Coach
Parental Awareness	<p>Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.</p> <p>9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p>	Parent Involvement	09/01/2013	06/30/2014	\$20000	All instructional staff, instructional support staff, administration, and instructional coach.
Reading Strategies	All instructional staff and support staff will use research-based reading strategies to improve student reading comprehension through the Reading and Language Arts Center (RLAC). RLAC provides multisensory strategies that will immediately drive instruction and enhance student expertise in reading comprehension.	Professional Learning	09/01/2013	06/30/2014	\$13309	Instructional Staff, Support Staff, Instructional Coach and Administration
Curriculum Alignment	Hope of Detroit Academy will research and purchase a reading program for grades K-5 that is aligned with the Common Core State Standards. The reading program will incorporate best practices from the SIOP Model.	Direct Instruction	09/01/2013	06/30/2014	\$50000	Instructional Staff, Support Staff, Instructional Coach and Administration

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Increase Content Vocabulary Reading	Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Reading.	Direct Instruction	09/01/2013	06/30/2014	\$0	Instructional Staff, Support Staff and Instructional Coach
Monitoring Effectiveness of the SIOP Model	Progress monitoring of the SIOP Model in Reading will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)	Monitor	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff, Instructional Coach and Administration
Reading Intervention Materials	There will be materials utilized by the interventionists and Reading Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Reading manipulatives (\$300), web-based programs (\$300), and other supplies (\$300).	Academic Support Program	09/01/2013	06/30/2014	\$900	Math interventionists, Title I teachers
Progress Monitoring	The students will be progress-monitored to determine what level of support is needed. In Writing, students will complete a Reading screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	Teachers, RTI Team Members
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$15000	RTI Team
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$100	RTI Team, School Leader
Response to Intervention with Positive Behavior Support	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. RTI data will be collected through Pearson Inform.	Academic Support Program	09/01/2013	06/30/2014	\$5000	All instructional staff, instructional support staff, administration, and instruction

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Differentiating Instruction	<p>Instructional staff will create and implement lessons that are appropriate for each student's learning style and ability. Additional resources will be purchased to accommodate the student's needs in Writing.</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p>	Direct Instruction	09/01/2013	06/30/2014	\$8000	All instructional staff, instructional support staff, administration, and instruction
Professional Development	<p>Writing instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased writing achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in writing instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions.</p>	Professional Learning	09/01/2013	06/30/2014	\$1000	All instructional staff, instructional support staff, administration, and instructional coach.
Common Formative/Summative Assessments	<p>Grade level teachers will create common assessments to guide their instruction and monitor student progress. K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets; short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.</p>	Monitor	09/01/2013	06/30/2014	\$0	Instructional coach, teachers, data team leader
Teaching with Technology	<p>Provide interactive technology and software to assist identified students. Study Island and Writing A-Z will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform. 5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching</p>	Technology	09/01/2013	06/30/2014	\$17000	All instructional staff, instructional support staff, administration, and instructional coach

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$18000	Instructional Staff, Support Staff and Instructional Coach
Parental Awareness	<p>Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.</p> <p>9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p>	Parent Involvement	09/01/2013	06/30/2014	\$20000	All instructional staff, instructional support staff, administration , and instructional coach.
Curriculum Alignment	Hope of Detroit Academy will research and purchase a reading program that incorporates writing for grades K-5 that is aligned with the Common Core State Standards. The reading program will also incorporate best practices from the SIOP Model.	Professional Learning	09/01/2013	06/30/2014	\$25000	Instructional Staff, Support Staff, Instructional Coach and Administration
Writing Strategies	Instructional staff will use research-based writing strategies that are aligned with the SIOP model to improve student writing skills in grades K-8.	Direct Instruction	09/01/2013	06/30/2014	\$0	Instructional Staff, Support Staff, Instructional Coach and Administration
Monitoring Effectiveness of the SIOP Model	Progress monitoring of the SIOP Model in Writing will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)	Monitor	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff, Instructional Coach and Administration
Writing Intervention Materials	There will be materials utilized by the interventionists and Writing Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Writing manipulatives (\$300), web-based programs (\$300), and other supplies (\$300).	Academic Support Program	09/01/2013	06/30/2014	\$900	Writing Title I teacher, interventionists

**2013-14 Hope of Detroit District Improvement Plan**

Hope of Detroit Academy

Progress Monitoring	The students will be progress-monitored to determine what level of support is needed. In Writing, students will complete a Writing screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	Teachers, RTI Team Members
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Writing specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$15000	RTI Team
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$100	RTI Team, School Leader
Differentiating Instruction	Instructional staff will create and implement Science lessons that are appropriate for each student's learning style and ability. Additional resources will be purchased to accommodate the student's needs in Science.  9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.	Direct Instruction	09/01/2013	06/30/2014	\$0	All instructional staff, instructional support staff, administration , and instruction

**2013-14 Hope of Detroit District Improvement Plan**

Hope of Detroit Academy

Professional Development	<p>All staff will receive professional development on data driven decision making for Science (\$4000). Trainings consist of formative assessments, differentiated instruction, and data teams.</p> <p>K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in mathematics instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles.</p>	Professional Learning	09/01/2013	06/30/2014	\$4000	All instructional staff, instructional support staff, administration , and instructional coach.
Common Formative/Summative Assessments	<p>Grade level teachers will create common assessments to guide their instruction and monitor student progress. K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets; short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.</p>	Monitor	09/01/2013	06/30/2014	\$0	Instructional coach, teachers, data team leader
Teaching with Technology	<p>Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island and Discovery Education will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform.</p> <p>5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching</p>	Technology	09/01/2013	06/30/2014	\$6000	All instructional staff, instructional support staff, administration , and instructional coach
Extended Learning Opportunities	<p>The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.</p>	Tutoring	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff and Instructional Coach



## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Parental Awareness	<p>Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.</p> <p>9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p>	Parent Involvement	09/01/2013	06/30/2014	\$20000	All instructional staff, instructional support staff, administration , and instructional coach.
Real World Science Applications	Instructional staff will coordinate field trips and project-based experiences that will enhance the Science curriculum such as Initiative Science.	Field Trip	09/01/2013	06/30/2014	\$5000	Instructional Staff, Support Staff, Instructional Coach and Administration
Building Background Knowledge	Instructional staff will receive training on the implementation of the SIOP model in order for students to build their background knowledge of Science concepts.	Professional Learning	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff, Instructional Coach and Administration
Increase Content Vocabulary in Science	Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Science. Additional materials will be purchased to support activity.	Direct Instruction	09/01/2013	06/30/2014	\$7000	Instructional Staff, Support Staff and Instructional Coach
Monitoring Effectiveness of the SIOP Model	Progress monitoring of the SIOP Model in Science will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)	Monitor	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff, Instructional Coach and Administration
Science Intervention Materials	There will be materials utilized by the interventionists and Science Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Science manipulatives (\$300), web-based programs (\$300), and other supplies (\$300).	Academic Support Program	09/01/2013	06/30/2014	\$900	Math interventionists, Title I teachers

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Progress Monitoring	The students will be progress-monitored to determine what level of support is needed. In Science, students will complete a Science screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	Teachers, RTI Team Members
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Science specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$15000	RTI Team
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$100	RTI Team, School Leader
Response to Intervention with Positive Behavior Support	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups.	Academic Support Program	09/01/2013	06/30/2014	\$0	All instructional staff, instructional support staff, administration, and instruction
Differentiating Instruction	Instructional staff will create and implement Social Studies lessons that are appropriate for each student's learning style and ability.  9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.	Direct Instruction	09/01/2013	06/30/2014	\$0	All instructional staff, instructional support staff, administration, and instruction

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Professional Development	Math instructors and support staff will attend training through Wayne Resa to improve instructional strategies in the classroom that will promote individual academic growth and increased math achievement. K - 12th grade Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: data team implementation, differentiated instruction, best practices in mathematics instruction, using formative assessments, developing and using common assessments, using technology to enhance instruction, and addressing the needs of male students and children of poverty. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles.	Professional Learning	09/01/2013	06/30/2014	\$5000	All instructional staff, instructional support staff, administration, and instructional coach.
Common Formative/Summative Assessments	Grade level teachers will create common assessments to guide their instruction and monitor student progress. K-12th grade teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets; short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.	Monitor	09/01/2013	06/30/2014	\$0	Instructional coach, teachers, data team leader
Teaching with Technology	Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island and BrainPop will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform.  5th-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching	Technology	09/01/2013	06/30/2014	\$6000	All instructional staff, instructional support staff, administration, and instructional coach
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs, Pearson Inform data, Scantron Performance Series Data, and RTI Screeners.	Tutoring	09/01/2013	06/30/2014	\$18000	Instructional Staff, Support Staff and Instructional Coach

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Parental Awareness	<p>Increase parental awareness of student academic achievement. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress.</p> <p>9th- 12th grade parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences. 9th - 12th grade teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p>	Parent Involvement	09/01/2013	06/30/2014	\$4000	All instructional staff, instructional support staff, administration , and instructional coach.
Data Teams	<p>Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p>	Monitor	09/01/2013	06/30/2014	\$0	Data team leader, teachers
Application of Content to Real World Experiences	<p>Instructional staff will coordinate field trips and project-based experiences that will enhance the Social Studies curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, Michigan Youth and Government and local cultural museums.</p>	Field Trip	09/01/2013	06/30/2014	\$2500	Instructional Staff, Support Staff, Instructional Coach and Administration
Increase Content Vocabulary in Social Studies	<p>Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Social Studies. Additional materials will be purchased to support activity</p>	Direct Instruction	09/01/2013	06/30/2014	\$5000	Instructional Staff, Support Staff and Instructional Coach

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Social Studies Intervention Materials	There will be materials utilized by the interventionists and Social Studies Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Social Studies manipulatives (\$300), web-based programs (\$300), and other supplies (\$300).	Academic Support Program	09/01/2013	06/30/2014	\$900	Math interventionists, Title I teachers
Progress Monitoring	The students will be progress-monitored to determine what level of support is needed. In Social Studies, students will complete a Social Studies screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$100	Teachers, RTI Team Members
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions 9-12 (\$15000), and monitor progress. These team members include: the Social Studies specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$15000	Social Studies specialist, Title I teachers, interventionists, PBIS interventionists, counselor
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention 9-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$100	RTI Team, School Leader
Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training to implement research-based strategies effectively.	Professional Learning	09/01/2013	06/30/2014	\$2000	Instructional Staff, Support Staff and Instructional Coach
<b>Total</b>					<b>\$610209</b>	

### Hope of Detroit Academy Consortium High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Professional Learning	09/01/2013	06/30/2014	\$0	data team leader, teachers
Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Monitor	09/01/2013	06/30/2014	\$0	Data team leader, teachers
Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Monitor	09/01/2013	06/30/2014	\$0	Data team leader, teachers

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Hope of Detroit Academy

Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Monitor	09/01/2013	06/30/2014	\$0	Data team leader, teachers
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators
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Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators
<b>Total</b>					<b>\$91000</b>	

## 2013-14 Hope of Detroit District Improvement Plan

Hope of Detroit Academy

### Hope of Detroit Academy

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Real World Mathematical Applications	Instructional staff in grades K-8 will attend training on utilizing best practices to involve students in the learning process, including opportunities for them to explore applications of higher-order thinking skills and investigate new approaches in Mathematics.	Professional Learning	09/01/2013	06/30/2014	\$5000	Instructional Staff, Support Staff, Instructional Coach and Administration
Curriculum Alignment	Instructional Staff will meet in grade level teams to create vertically aligned units with an emphasis on critical, analytical thinking skills and writing in the content area. New textbooks will be ordered for grades 7-8 that will be aligned with the current textbooks in grades K-6 for the Fall 2013 school year.	Direct Instruction	09/01/2013	06/30/2014	\$5000	Instructional Staff, Support Staff, Instructional Coach and Administration
Increase Content Vocabulary in Mathematics	Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Mathematics.	Direct Instruction	09/01/2013	06/30/2014	\$0	Instructional Staff, Support Staff and Instructional Coach
Monitoring Effectiveness of the SIOP Model	Progress monitoring of the SIOP Model in Math will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)	Monitor	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff, Instructional Coach and Administration
Response to Intervention with Positive Behavior Support	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. RTI data will be collected through various online subscriptions (STAR Math \$5,000).	Academic Support Program	09/01/2013	06/30/2014	\$5000	All instructional staff, instructional support staff, administration, and instruction
Monitoring Effectiveness of the SIOP Model	Progress monitoring of the SIOP Model in Math will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings facilitated by the Instructional Coach (\$15,000)	Monitor	09/01/2013	06/30/2014	\$15000	Instructional Staff, Support Staff, Instructional Coach and Administration
Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training to implement research-based strategies effectively.	Professional Learning	09/01/2013	06/30/2014	\$2000	Instructional Staff, Support Staff and Instructional Coach



**2013-14 Hope of Detroit District Improvement Plan**

Hope of Detroit Academy

Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training to implement research-based strategies effectively.	Professional Learning	09/01/2013	06/30/2014	\$2000	Instructional Staff, Support Staff and Instructional Coach
Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training to implement research-based strategies effectively.	Professional Learning	09/01/2013	06/30/2014	\$2000	Instructional Staff, Support Staff and Instructional Coach
Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training to implement research-based strategies effectively.	Professional Learning	09/01/2013	06/30/2014	\$2000	Instructional Staff, Support Staff and Instructional Coach
<b>Total</b>					<b>\$53000</b>	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
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